



## Superior C.V.I. – Language Policy

### Purpose:

This document is intended to outline the philosophy, goals, and practices for the teaching and learning of language in the IB Programme at Superior C.V.I.

### Philosophy:

In accordance with Lakehead Public Schools policy, at Superior C.V.I. we are committed to promoting and supporting the success of all of our students and understand that language is central to all knowledge acquisition; therefore, all teachers are language teachers. We also believe that language is an expression of culture, so we work with our students, parents, teachers, and community members to foster and celebrate cultural diversity.

It is our belief that, as an IB World School, it is of the utmost importance to support students in the acquisition of the English language, while encouraging the use of their first language to interpret knowledge and enhance understanding.

The teaching and learning of both English and second languages at Superior C.V.I. promote the attributes of the IB Learner Profile:

- Communication – students engage in language learning through expressive and receptive language for a number of purposes, in various settings and at a variety of levels
- Open-mindedness – students are afforded the opportunity to share their experiences as we learn about others for whom English is not their first language
- Caring – through communication, students develop relationships with each other that encourage compassion and kindness
- Risk-taking – students are encouraged to practice a new language without fear of ridicule or consequences
- Balance – offering students the chance to learn a second language allows them to view the world in different ways
- Reflection – by helping students develop communication skills to use with others, we afford students the opportunity to give thoughtful consideration to their own actions

### Board Policies and Procedures:

In accordance with Policy and Procedure 4005 of the Lakehead District School Board, Superior C.V.I. recognizes the following:

### Rationale:

Lakehead District School Board has students from diverse and varied linguistic and cultural backgrounds. It is important that English Language Learners (ELL) become proficient in the language of instruction in English language schools at the same time as they are working towards meeting the curriculum expectations.

### The Policy:

It is the policy of Lakehead District School Board that schools shall be provided with consistent direction

and support to meet the needs of English Language Learners so that these students can develop the proficiency in English that is necessary for success in school.

### **Definitions:**

English Language Learners are students in provincially funded English language schools whose first language is a language other than English, or a variety of English that is significantly different from the variety used for instruction in Ontario Schools, and who may require focused educational supports to assist them in attaining proficiency in English.

### **Guidelines**

Students who may require ELL support include:

- Canadian born or recently arrived from outside Canada. They may come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.
- First Nation, Metis and Inuit learners whose first language is a language other than English.
- Children born in communities that have maintained a distinct cultural and linguistic tradition whose first language is not English and who attend English language schools.
- Children who were born in immigrant communities in which languages other than English was primarily spoken.
- Children who have arrived in Canada with their families. They may have some English learning; others may have had limited access to schools.
- Children new to Canada from countries in war or in crisis. These children may or may not have had schooling
- International Visa students who paid fees to attend school in Ontario

### **Procedures:**

Through assessment, ongoing monitoring of programs that support English Language Learners along with proper identification and purposeful planning, students will gain proficiency in English that is necessary for success in school.

**The Board will:** Designate appropriately qualified personnel to coordinate programs and support schools with programming for English Language Learners in accordance with Ministry policy English Language Learners, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.

### **Schools will:**

- Assess student progress and monitor the academic achievement of English Language Learners.
- Support the provision of accommodations and/or modifications that some English language learners may need to achieve academic success.
- Consider the education and age of all English Language Learners in developing their placement and the number of credits that may be granted for prior learning.
- The Principal will make final decisions regarding proper identification, programming and placement of students in consultation with the student, staff and parents. The Principal will communicate the placement decision, and the rationale for the placement, to the student and parents.
- Implement programs and services that will enable English Language Learners to continue their education while learning English. Based on the assessed level of English proficiency, support for stu-

dents will vary as proficiency is gained.

## Language and the IB Diploma Programme

Within the IB Programme, students are required to learn one language in addition to their first language. The language programme at Superior C.V.I. is organized in the following manner:

Grade 9	French as a Second Language (compulsory for all grade 9 students in Ontario schools)
Grade 10	French as a Second Language
Grade 11	Diploma students must take a second language (French SL, ab initio*)
Grade 12	Diploma students must take a second language (French SL, ab initio)

*\* The language ab initio course is a language acquisition course for students with no prior experience of the target language, or for those students with very limited previous experience.*

Admission to the IB Diploma Programme at Superior C.V.I. is based on teacher recommendation for those students coming from our preparatory courses in Grade 10; for those students who arrive from other schools, provinces, or countries, admission is based on academic records and, if possible, a recommendation from a former teacher or Head of School. For those students for whom English is not their first language, a language assessment (see attached documents) is conducted, which may be used, in consultation with the Board's English as a Second Language (ESL) teacher, to inform potential admission to the IB Programme.

In addition to administering assessments and determining language proficiency, the ESL teacher supports English language learners in their acquisition of skills and proficiency through remediation, individual support, and withdrawal from class as required. The ESL teacher also utilizes technology and software applications to support students in developing their proficiency with the English language.

Students are encouraged to use their first language to complete preliminary work and rough drafts prior to completing final drafts of assessment tasks. Students are also assisted in finding works of literature in their first language with English annotations/translations.

The traditions of the English language are taught through our Group 1 – English Literature Programme, however our works in translation component is derived from a variety of original languages and historical periods. As our school community grows to include students of increasingly diverse ethnicities, literature is selected in all courses to reflect its cultural and linguistic composition.

## Assessment Practices

The following accommodations are provided when required by ESL students:

- ESL teacher support and withdrawal time
- Timetable accommodations
- Additional time for assessment tasks
- Modified expectations in spelling and grammar
- Rough drafts in first language
- Electronic translation
- Literature in translation
- Language B courses offered as self-study/e-learning courses

- Evidence of learning obtained through conversations and observations as well as products

### **Cultural Events and Activities**

At Superior C.V.I., we organize a number of events and activities to promote linguistic and cultural diversity, both inside the classroom and outside in the larger school community. These activities include:

- Luncheons with students in our International Program
- Personal projects in Grade 9 involving research into students' own culture or that of another cultural group
- Events hosted by our ESL students featuring traditional ethnic dishes
- Incorporation of Indigenous language and cultural events/activities into the daily life of the school
- Diversity Week event in the spring
- "Human Library" opportunity offered through Thunder Bay Public Library
- Close partnership with Thunder Bay Multicultural Association

### **Parental Input**

Parents are involved in the development of a language programme for their students through the registration process, parent-teacher interviews, involvement with our School Council parent association, and regular communication with classroom and ESL teachers. We welcome parental participation in school events and encourage frequent communication with teachers and school administration.

### **School Language Profile**

All students in Ontario secondary schools are required to take French as a Second Language in Grade 9, however exemptions may be granted by the Principal for students who do not possess an academic background in French.

As our school demographic becomes increasingly culturally diverse, we strive to honour and promote languages other than English. We offer courses in Indigenous language (Ojibwe) and encourage students to pursue their interest in other languages through self-study opportunities such as our Spanish club.

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